DOCUMENT RESUME

ED 438 739 FL 801 351

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TITLE	Guidelines for Tutoring Adult ESL Students.
PUB DATE	2000-03-06
NOTE	54p.; Lecture delivered to English Action (New York, NY, November 10, 1999).
PUB TYPE	Guides - Classroom - Teacher (052) -- Guides - Non-Classroom (055) -- Speeches/Meeting Papers (150)
EDRS PRICE	MF01/PC03 Plus Postage.
DESCRIPTORS	Adult Education; Community Programs; *English (Second Language); Grammar; Intonation; Limited English Speaking; Pronunciation Instruction; Second Language Instruction; Second Language Learning; Stress (Phonology); *Tutorial Programs; Tutoring; *Volunteer Training

ABSTRACT

This document is a copy of a talk regularly given to new volunteers of English in Action, a community-based organization that provides conversation practice to non-native English speakers. The volunteer tutors typically have no formal English-as-a-Second-Language (ESL) training. This packet is designed to help these volunteers be effective ESL tutors by laying out guidelines and procedures. The paper offers "do's and don'ts" for conversation practice; suggests appropriate subjects, materials, and activities that are useful and effective for conversation practice; and demonstrates simple techniques for teaching grammar and pronunciation. Worksheet and handout titles include the following: "Subjects for Conversation;" Questions for Personal Opinions, Preferences"; "Proverbs"; "Sayings and Famous Quotations"; "Tongue Twisters"; "Humor"; "English for Everyday Activities: A Picture Process Dictionary"; "Pronunciation: Chart of American English Vowels"; "Practice with Contrasting Sounds"; "Sentence Stress and Rhythm"; "Accurate English: A Complete Course in Pronunciation"; "Intonation"; "Selected References for the English in Action Volunteer." (KFT)

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March 6, 2000

GUIDELINES FOR TUTORING ADULT ESL STUDENTS

By Marcella Frank, New York University

A lecture given on November 10, 1999 to volunteers from all the units of English in Action, a community-based organization in New York City that provides English language conversation practice to non-native speakers.

Today I wish to thank you for all the time and effort you have devoted to your work as volunteer tutors. We all know what a rewarding experience it is to help others with the language and the culture. But of course another reward to you comes from the opportunity to learn from your students about another culture firsthand, not just from the literature or as a tourist.

In this talk, I want to share with you some guidelines and procedures that come from both my thirty years experience as a professor of English as a Second Language at New York University and from the conversation practice program I launched for English in Action twenty-five years ago (and continue to supervise) for the international students studying English at the American Language Institute of New York University. I will also make available to you an abundance of handouts that can be useful to you in your work with students.

In the first part of this talk I'll give a few DOs and DON'Ts for the conversation session. Then I'll discuss some subjects, materials, and activities that can be used for conversation. Finally, I'll demonstrate some simple procedures for teaching grammar and pronunciation (many of you indicated that you were especially in need of help with the latter).

DO's AND DON'Ts FOR THE VOLUNTEER TUTOR

1. First and foremost, DO establish a relaxed atmosphere for the conversation session, especially the first session. Your student may be nervous at first. You may be the only English-speaking contact the student has. Tell the student

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about yourself, so that he or she can feel comfortable with you and see you as a friend who wants to help in any way you can.

2. DO be prepared at first to ask some simple questions about the student's life. Questioning is a very important technique in establishing a dialog with students to find out about their needs and interests. Ask about everyday activities such as where they live, their work or study, their family, their ambition. Ask about problems in adjusting to the language and culture, their opportunity to hear and speak English aside from your conversation session. For new volunteers, it's a good idea to come prepared with a small list of questions.

It's important also to encourage students to ask you questions during the conversation sessions and to bring in questions for future sessions.

3. DO speak clearly, in natural phrases, but a little more slowly, especially for beginning students. Remember that you are the model. Use the relaxed informal language that is normal for conversation, including contractions and idioms.

4. DO NOT monopolize the conversation. The student needs the opportunity to talk as much as possible in order to develop fluency and to gain confidence in using the language.

5. DO NOT be overconcerned about correctness in grammar or pronunciation, unless a mistake is so bad that it interferes with comprehension. I myself, at first, only correct the pronunciation of basic information, like an address or an occupation.

Most students would like some correction. However, it's wise not to interrupt a student while he or she is speaking. Make mental or written notes

of mistakes to discuss after the student is finished talking. (I know this could be hard because some volunteers get so interested in what the student is saying that they forget to do this.)

One good way to concentrate specifically on the correction of pronunciation is by having the student read aloud a selection that you model first, perhaps one sentence at a time, with the proper phrasing, stress and intonation. The information in the handout on pronunciation can help you with this correction.

6. DO NOT give long explanations about grammar and pronunciation, especially for less advanced students. Later on in this talk I'll suggest some short lessons in grammar and pronunciation that require little explanation of rules.

7. DO encourage students to do as much outside reading and listening as possible to make sure they are getting more exposure to the language than what they get in the conversation session. This is especially important for students who live or work with people who speak only their native language.

A. Reading - Less advanced students might enjoy the simplified readers available from ESL publishers. For advanced students, newspapers or magazines are good sources of reading material. If you give them an assignment, to make sure they are reading it, ask them to outline it at home and perhaps even to write a summary.

A good newspaper for less advanced students is News for You, a weekly paper published by New Readers Press. This small paper gives a lively presentation of the news, including human interest stories and special features such as puzzles, cartoons, letters to the editor. The number to call for a subscription is 1-800 448-8878.

Also, it would be good to let your students know that they can join a branch of a public library and take out books without charge.

B. Listening - Encourage students to listen as much as they can to the radio and TV. You can ask them to listen to a certain program or watch a certain movie for discussion afterward. You might also make available to students some of the audiotapes or videos that accompany ESL textbooks. Also, let your students know they can go to the public library not only for books but for videos of movies for free.

Finally, if a student has access to the Internet, encourage the student to get help from a program like Dave's ESL Cafe (http://www.pacificnet.net/-sperling/eslcafe.html)

7. DO ask your students to bring a notebook to the conversation session to write down some of the things they are learning. It's also important for the students to use the notebook at home to write any assignment you give or to jot down whatever they want to discuss with you in a future session.

8. DO encourage your students to build up their vocabulary. They can devote a special section of their notebook to writing down new words with their definitions.

Picture dictionaries can be helpful for vocabulary building, especially during the discussion of certain subjects such as food, clothing, the weather, recreation.

9. DO consider giving a short dictation. Dictations are good listening devices for making students aware of the linking of words and the reduction of the function words (articles, prepositions, conjunctions, auxiliaries). Dictations can also help with grammar and spelling. The usual procedures for giving a dictation is for you to read it aloud three times, in natural phrases. The frist time, the student listens and repeats each phrase. The second time the student writes while you read the phrases slowly (including the punctuation

marks, which you may have to explain before the dictation). The third time the student checks against the reading selection for errors in what he or she has written.

10. DO try, if possible, to take your student on trips into the community - a store, a park, a museum - to enhance the language and cultural experience you are offering.

SUBJECTS FOR DISCUSSION

As already mentioned, the first subjects should be those that relate to the immediate needs and interests of the students. Then you can talk about a whole range of subjects. You can discuss current events - what's happening in the news both in this country or elsewhere in the world. Cultural events, sports, fairs, holiday observances are good subjects for discussion. Encourage students to be aware of what's going on around them, and to participate where they can.

Having students compare what they see in this country with what takes place in their own country - for example, political or social events - can lead to a lot of cultural exchange. (I myself have learned more truths about students' countries than I could ever have learned from the more traditional sources of information.)

I've mentioned here only some possibilities for discussion. The handout on "Subjects for Discussion," which I prepared especially for this talk, lists many more. The subjects are presented under the headings of: The Physical Environment; The Social, Political,Economic Environment; The Cultural Environment. I've also included a handout with a list of questions to elicit personal opinions and preferences.

MATERIALS FOR DISCUSSION

There are numerous materials that you or the students can bring in for discussion. Some examples are articles and photos from newspapers and magazines, advertisements (including classified ads), personal photographs (family, weddings, pets, trips), catalogs, maps, calendars, art work, playbills and even food.

Take advantage of the events of the moment to bring in materials related to them. For example, during election time, see if you can get a copy of the ballot to show your students what we see as we enter the voting booth. This will enable you to discuss how and when we vote in this country, and can lead to a discussion of the election procedures in the students' own country.

I've given you a handout of the USA Culturgram that provides an excellent source for discussion about our American culture. For purposes of comparison, you can also work with a Culturgram of the student's own country. There are Culturgrams for more than 170 countries, all with the same informational format (for example, the geography and history of the country, the people, the customs, and the society). The Culturgrams are published by Brigham Young University; you can order them easily by calling 1-800 528-6279.

I've also provided you with a handout containing proverbs, poetry, tongue twisters, humor, all of which can generate much discussion. Students especially enjoy the tongue twisters, and they like to give the volunteer some from their own country.

WORKING WITH SMALL GROUPS

Your unit of English in Action, like ours at New York University, may need to assign two or three students to each volunteer. Working with a small group requires interaction not only between volunteer and student, but between student and student. Now students need to be made comfortable with each other as well as with the volunteer. The members of the group should be encouraged to

tell about themselves so that the other members will be interested in them as individuals, not just as other English learners.

A great advantage of working with a small group is that the volunteer is now learning about several cultures from the students, rather than about just one. Also, working with a group is actually less tiring for the volunteer because you don't need to be on all the time. Students will be doing a lot of talking with each other (and may sometimes even ignore you). In fact, students may continue to talk with each other even after the regular conversation session is over.

But group work has some disadvantages for the students. One is that they can no longer get as much individual help, unless you make an arrangement to do this outside of the conversation session. Another disadvantage is that one or two students may be reluctant to speak, or that one student will monopolize the conversation. You'll need to "orchestrate" the conversation by tactfully cutting to another student and saying something like, "What do you think?; or "How about you?"

ACTIVITIES FOR CONVERSATION

The activities I'm going to give you are popular with volunteers and students.

1. Role playing

A. Eating in a restaurant. This activity is more fun if students bring in place settings, silverware, and dishes.

B. Traveling on a plane.

C. Going on a job interview.

D. Having a telephone conversation, especially to get information.

2. Giving a recipe for a dish. After students give their recipe, they often bring in the dish they have been discussing. If they are in a group, they may have a party with these dishes.

3. Playing games. You'll find some good ones listed in your manual - Tips on Tutoring English, prepared by English in Action and the American Field Service. I'll mention a few.

A."I'm thinking of something in this picture. Can you guess what it is?" The student needs to ask questions, to which the answer is yes or no.

B."Something happened to me yesterday. Ask me questions to find out about it."

C. Add on games. You give a word and the student adds one word before or after it until a sentence is formed. This works best in a small group.

D. Explain a simple game. Ask if a similar game is played in the student's country.

And now, here are a few of my own activities that have worked well with students. These activities can be used one-on-one, but they're more productive with a group. The activities result in plenty of interaction and a great deal of vocabulary building.

1. Astrology. On one of the handouts you'll find a list I've prepared giving the personal characteristics for each sign of the zodiac. Before giving the students this list, I ask one student to give me the month and day of his or her birth and then I read out some of the personal characteristics for his or her sign. If the student doesn't know the meaning of any of the words, I ask others to help define the word. Then I give the list to the students to check for the rest of their characteristics (dictionaries are in constant use at this time).

Afterwards I give the students the handouts of the Western and the Eastern Zodiacs so that they can discuss similarities and differences between the zodiacs.

2. Writing systems. This activity is especially good if the students in the group have different systems. I ask the students to write down in their own language the question, "Where did you learn English?". Then, taking turns I ask each writer to explain elements of his or her writing system - for example, the symbols (alphabet or characters), the grammar, the word order, the punctuation. I encourage other students to ask questions. Students get a lot of language practice and they also learn some basic linguistics.

3. Taking care of a cold. I ask the students to give me the symptoms of a cold, and then I have each one tell what he or she does to take care of a cold. Students are especially interested in learning about folk remedies from other cultures.

GRAMMAR AND PRONUNCIATION PRACTICE

1. Grammar

A. This is a tip for teaching some verb tenses. You may use a contrasting frame (common in textbooks) to actually involve the students inductively in their own understanding of tenses. For example, the frame I will give you now makes clear the contrast in use of 1. the simple present tense, and 2. the present progressive tense.

1.	I	watch TV	every day.
2.	I	'm watching TV	now.

Ask students these questions for each tense:

How many times is the action happening?

No. 1 ? No. 2 ?

When is the action happening?

No. 1 ? No. 2 ?

Write the answers to the right of each sentence. You should end up with something like this.

				How many times?	When?
1.	I	watch TV	every day.	repetition	Timeless
2.	I	'm watching TV	now.	one time	now - the present

B. Practice with verb tenses in a natural context.

Simple present. Ask students about their daily routine.

Simple past. Ask students what they did yesterday, last week, or over the weekend.

This activity involves practice with idioms (for example, get up, go to bed, put on, take off) and many irregular verbs.

An excellent textbook for practicing verbs and nouns used for everyday activities is English for Everyday Activities: A Picture Process Dictionary, published by New Readers Press in 1999. The text has sections on Starting the Day, Getting Around, At Home in the Evening, Managing a Household, Keeping in Touch, Having Fun with Friends. The handout from this book illustrates the lesson on Eating Dinner. You can call 1-800 448-8878 to order copies.

2. Pronunciation

Finding effective ways of helping students to improve their pronunciation can sometimes be very frustrating. This is why I've given you a long handout on pronunciation. Some of the handout is for your own understanding. It deals with the essential components of the pronunciation of English - the sounds, the rhythm (the stress-unstress pattern) of word groups, and the intonation (the rising or falling tones). The rest is for use with students. It consists of exercises with hints on how to produce the sound being practiced.

If you will turn to the vowel chart on this handout,[1] I should like to make a few suggestions about making students notice how these vowel sounds are produced in the mouth.

1. The chart tells when the mouth is more open and when it is more closed. Students can be made aware of this difference if you have them contrast the /i/ sound in beat with the /æ/ sound in bat.
2. The chart tells when the tongue stays in the front of the mouth behind the lower front teeth and when it moves back. You can have students contrast the /i/ sound in beat with the /u/ sound in pool.
3. The chart tells when the lips are stretched (front vowels) and when they are rounded (back vowels). Have the students contrast the /i/ sound in beat with the /u/ sound in pool.

The consonant chart describes the production of consonants. If you will look at the chart, you will see that many of the consonant sounds are arranged as pairs which are produced the same way in the mouth except that the vocal chords vibrate for the voiced sounds. If students are devoicing sounds like the /v/ or the /z/, get them to feel their throats for the vibration as they say these sounds.

Using a mirror is a good device to help students see what happens in the mouth as a sound is produced.

The bibliographic reference handout lists several books on pronunciation which should be helpful to you as you try to improve your students pronunciation. One of your handouts, a page from Nilsen and Nilsen's Pronunciation Contrasts in English illustrates the kind of help for the teacher found in the text.

[1] I've used IPA (International Phonetic Association) symbols for the sounds because these are the ones that most students have been exposed to. However, because most American dictionaries use the Webster's diacritic system, I've indicated on this same vowel page how this system works.

Now, a final word about dictionaries.

1. Picture dictionaries. Almost every ESL publisher puts out one or more picture dictionaries. Such dictionaries are usually arranged by subject. For example, the Lado Picture Dictionary has sections on Self and Family; Clothing and Colors; House and Home; Food; Community; Animals and Nature; Travel and Transportation; Sports and Recreation; Celebrations and Holidays; The Universe and the World. (The dictionary can be ordered from Pearson Education ESL, 1-800 922-0579.)

Another good picture dictionary is The Oxford Picture Dictionary. Besides the English-only edition, there are eleven bilingual dictionaries, including Spanish, Korean, Japanese, Chinese. (You can order this dictionary from New Readers Press 1-800 448-8878.)

2. Bilingual dictionaries, either print or electronic. These are OK for less advanced students, but unfortunately they make many mistakes. Encourage students to get an English-only dictionary as soon as their English is good enough for them to benefit from it.

3. American print dictionaries. Students should get the most recent paperback edition to bring with them to the discussion session. Webster's New World, American Heritage, and Random House dictionaries are all good. (I am not enthusiastic about the Merriam-Webster Dictionary because many informal usages are not labeled as such. I also don't like the Oxford American Dictionary because I find it too prescriptive.)

Most ESL publishers also put out some good American English dictionaries for students at varying levels of proficiency.

HANDOUTS FOR TALK TO ENGLISH IN ACTION VOLUNTEERS - Nov. 10, 1999

(arranged in the order the handouts were referred to in the talk)

Under Subjects for Discussion

list - "Subjects for Discussion - prepared by Marcella Frank

List - Questions to elicit personal opinions and preferences from Life Prints

Under Materials for Discussion

USA Culturgram

Proverbs and sayings, poetry, tongue twisters, humor

Under Activities for Conversation

Astrology - prepared by Marcella Frank

Under Grammar Practice

Example - Eating Dinner - From English for Everyday Activities: A Picture Process Dictionary

Under Pronunciation Practice

Pronunciation - sounds, rhythm, intonation - prepared by Marcella Frank

Jazz Chants - Carolyn Graham

Example from Nilsen and Nilsen's Pronunciation Contrasts in English

Selected References

November 1999

SUBJECTS FOR DISCUSSION (Prepared by Marcella Frank)

Note: The selection of the items on this list has been determined by their usefulness for discussion in tutoring sessions. The items are listed from the point of view of the United States, especially for purposes of comparing the student's culture with that of this country.

The items are presented under three categories: 1. The Physical Environment; 2. The Social, Political, Economic Environment; 3. The Cultural Environment.

I. THE PHYSICAL ENVIRONMENT

A. The Indivual

Physical
- Parts of the body
- Care of the body
  - Ailments and their remedies

Emotional
- Feelings of happiness, sadness, loneliness, homesickness, etc.

B. The Family

nuclear, extended families
Parents, grandparents
Children - sisters, brothers, half-sisters, half-brothers
Uncles, aunts, cousins
In-laws
Stepparents, stepchildren, foster children, foster parents

C. The Home

The house
- Rooms and their furnishings

Daily routine
- Dressing
- Meals
- Chores
- Evening recreation

Hired help in the home
- housekeeper, nanny, baby-sitter

Pets

D. The Community (or, The Neighborhood)

Urban area (for a city), rural (for the country), the suburbs, metropolitan area
Streets, sidewalks, trees, parks, farms
Residences
- Private homes, apartment buildings, duplexes, town houses

Places
- For government services - post office, police station, firehouse, library
- For health services - clinic, hospital
- For religious services - church (Christian), synagogue (Jewish), mosque (Muslim)
- For personal services - Hairdresser's (beauty salon), barber's, drycleaner's, health club
- For buying products
  - General
    - Mall, department store, discount store

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Specific
Food - supermarket, grocery store, green grocer's, bakery, butcher's
Medication - drugstore (or, pharmacy)
Upscale clothes - boutique
For eating out - restaurant, café, coffee house
For recreation - museum, theater, concert hall, movie house

E. The Natural Environment
The weather
seasons - summer, fall (autumn), winter, spring
climate - temerate, tropical
rain, snow, clouds, sun, fog
Geographic formations
Mountains, rivers, lakes, oceans, forests, jungles, valleys
Plants and animals
Natural disasters
Hurricanes, floods, earthquakes, droughts

F. Communication
The media - magazines, newspapers, the radio, TV
The telephone (also, wireless phone, cellular phone), answering machine, voice mail
The mail - letters
The computer - E-mail, the internet

G. Transportation
Through streets, highways, bridges, tunnels
By train/railroad, plane, boat, car, bus, motorcycle, bicycle

II. THE SOCIAL, POLITICAL, ECONOMIC ENVIRONMENT

A. Education
Compulsory education
Public schools
Private schools
Parochial (religious) schools for elementary school and high school
Types of schools and age of entry
Nursery (daycare center), kindergarten, elementary school, middle school, high school (junior, senior), college (junior college, community college), university
Curriculum in each type of school
Length of school year
Higher education
Vocational, professional schools
Adult education (continuing education)
College/university (Note: In the US, a university is a collection of schools, both undergraduate and graduate, offering liberal arts and specialized programs (law, medicine, journalism, etc.)
Entrance requirements
Requirements for graduation
Tuition, scholarships
Major (specialization)
On-line courses, distant learning
Dormitories
Fraternities, sororities

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Issues/Problems - Education

1. General vs specialized education
2. Required (requisite) vs elective courses
3. Policy on student promotion
4. Student segregation
5. Progressive education
6. Bilingual education
7. Teacher training
8. Dress code
9. Phonics vs whole word reading
10. Student discipline
    - Violence
    - Lack of respect for teachers and administrators
11. Parent participation in school programs

B. Government

Political systems
- Democracy, totalitarian government, monarchy, socialism, communism

Democracy (in the United States)
- Form
  - Representative government
  - Elections - universal suffrage, campaigning of candidates
  - Constitution, with guarantees of civil rights
  - Separation of powers
    - Legislative, executive, judicial branches
- Government at the federal, state, and city (municipal) level

Functions of a government
- Keeping order
  - Police, courts, prison
- Providing public transportation and communication
- Providing social services
  - Social security, welfare, medical insurance, unemployment insurance
- Providing educational opportunities
- Defending the country
  - The military - army, navy, air force

Issues/Problems - Government

1. Civil rights not always respected
2. Great expense of campaigning
3. Influence of special interests
   - Lobbying groups, political action committees
4. Cynicism of voters - distrust of public officials
5. Corruption of public officials
6. Socialized medicine

C. Labor

Occupations
- Professional - engineer, doctor, lawyer, teacher, etc.
- Vocational - plumber, mechanic, electrician, hairdresser, etc.

Finding a job
- From classified ads (advertisements)
- Employment agencies
- Personnel department of a company

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Organizing
Labor unions - strikes, picketing
Benefits from employer
Pension, health insurance, vacation
Income taxes on earnings

Issues/Problems - Labor

1. Unemployment, downsizing
2. Companies moving to other locations or abroad
3. Difficulty for women, minorities to advance

D. Business
Private enterprise
Public ownership and operation of industries
Industries
Products
Manufacturing, farming, etc.
Services
Banking, insurance, investments, etc.
Getting capital
Stocks and bonds, stock market, shareholders
bank loans
Getting business
Advertising in the media,telemarketing, going on-line, E-business
Expanding business
Mergers and acquisitions
Paying taxes

Issues/Problems - Business

1. Monopolies
2. Global competition
3. Bankruptcy
4. Unfair competition

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III. THE CULTURAL ENVIRONMENT

A. Customs
Polite social behavior
At the dinner table
Communication with others - greetings, leave taking, invitations
Respectful behavior toward older people, toward women
Respectful behavior in public
Celebration of holidays (including birthdays)
Customs to observe different stages of life
Birth, initiation into adulthood, courtship and marriage, death

B. Language
Areas of difficulty for non-native speakers of English)
Formal vs informal (colloquial) language
Colloquial expressions - idioms
Slang, bad words
English words in other languages
Special language for older people, for those in authority, for older people
Prestige dialect

C. **Leisure activities**
- Travel
- Sports activities - active and passive
  - Football, baseball, tennis, golf, etc.
- Cultural activities - active and passive
  - Music, dance, drama, art, etc.
- Home entertainment
  - TV, recordings, videos, games, etc.
- Hobbies
  - Handicrafts, collecting (stamps, cards), etc.

D. **Body language**
- Eye contact
- Personal space
- Body signals, gestures
- Expression of emotions

E. **Beliefs**
- Religious beliefs
- Superstitious beliefs
- Astrology - horoscopes

F. **Attitudes (including prejudices and stereotypes)**
- Attitudes to those in authority
  - The law
  - Students to teachers
  - Children to parents
- Attitudes toward women
- Attitudes toward minorities in the country
- Attitudes toward people from other countries

G. **Values**
- Role models
- Traditional values
  - Equal opportunity for all
  - Patriotism
  - Honesty
  - Success
    - Ambition, hard work, competitive spirit
  - Punctuality
- Esthetic values
  - Esthetic preferences
    - Art, architecture, movies, performances
- Personal taste
  - Clothes, homes, cars

H. **Traditional literature**
- Stories about famous people in history
- Legends, fairy tales, myths
- Songs, proverbs

I. **Humor**
- Jokes
- Cartoons
- Comic strips

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J. Controversial Issues in the cultural environment

- Medical
  - Abortion
  - Euthanasia (mercy killing)
- Biological
  - "Test-tube babies" - in-vitro fertilization, artificial insemination
  - Genetically altered food (plants and animals)
- Gun coltrol
- Capital punishment

K. Social problems in the cultural environment

- Crime
  - Violence inside and outside the home, at school, elsewhere
  - Influence of TV on violence
  - Availability of guns
- Drugs
- Alcoholism
- Poverty and unemployment (especially in the inner-city)
- Homelessness
- Prostitution
- Treatment of the mentally ill
- Pollution of the environment
  - Land, water, air pollution
  - Noise pollution
- The changing family
  - Teenage pregnancy
  - Unwed mothers
  - Single-parent homes
  - Working mothers
  - Unsupervised children
  - Divorce and child support
  - Day care for infants
  - Care of the elderly
  - Untraditional households
    - Unmarried couples
    - Gay couples
- Discrimination against minorities
- The computer
  - Addiction
  - Scams on the internet

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QUESTIONS FOR PERSONAL OPINIONS, PREFERENCES

(From the Teacher's Resource File, Book 3, Life Prints, New Readers Press)

1 How would you like to be remembered when you die?

2. Who gave you the best advice in life? What was the advice?

3. What do you think are the best qualities a person can have?

4. What your major strengths and weaknesses?

5. In your opinion, what kind of person makes a good teacher?

6. In your opinion, what kind of person makes a good parent?

7. Do you think that you are an optimist or a pessimist? Explain your answer.

8. What was the greatest gift anyone ever gave you? Why was it so special?
9. In your opinion, who was the greatest person who ever lived?
10. If you could have any job in the world, what job would you choose?
11. If you could change one thing about yourself, what would you change?
12. If you could live anywhere in the world, where would you choose? Why?
13. What is your favorite way to travel? Why?
14. If you could go anywhere in the world for a vacation, where would you go? Why?
15. Do you prefer to live in a town or a city? Why?
16. Would you rather live in the mountains or next to an ocean? Explain your answer.
17. In your opinion, what is the most serious environmental problem in the world?
18. Have you ever visited a historical site in the United States? Which one(s)?
19. What is one place you would not like to visit? Why not?
20. Do you think that the environment will get better or worse in the future? Why?
21. What is the hardest thing about living in a country that is not your country?
22. In your opinion, what country is the most powerful? Explain your answer.
23. If you had a million dollars, what would you do with it?
24. How important are material things to you?
25. If y ou could keep onlyl three of your possessions, what would you keep? Why?
26. Do you have a special object that reminds you of your native country?
27. What was the most surprising gift you ever received?
28. What was your favorite toy or game when you were a child?
29. Which would you prefer to buy: a new car or a used car? Why?
30. Do you prefer to buy clothes that are the enwest fasions or the most comfortable?
31. Would you rather own a TV set or a computer? Why?
32. What is the best gift you ever gave someone?
33. Do you think money can buy happiness? Why or why not?
34. What is the greatest thing that a person can have/own? Explain your answer.

CULTUROGRAM 2000

United States of America

Boundary representations are not necessarily authoritative.

THE AMERICAS

BACKGROUND

Land and Climate. The United States covers the central portion of North America and includes Alaska and Hawaii. Covering 3,618,765 square miles (9,372,610 square kilometers), it is the fourth largest country in the world. Because of its size and location, the United States experiences many different climates and has a variety of geographical features. Large mountains, vast deserts, wide canyons, extensive coasts, subtropical forests, wetlands, rolling hills, prairies, frozen tundra, and more features can be found. Beyond the beaches and mountains of California, the Rocky Mountains in the west give way to a vast central plain, which merges with the rolling hills and low mountains of the east. Hawaii's rugged, volcanic topography is lush and green year-round. Alaska has towering mountains, broad valleys, glaciers, and a varied landscape. Climates throughout the country are as varied as the terrain. Natural resources include coal, copper, lead, uranium, bauxite, gold, phosphate, iron, mercury, nickel, silver, petroleum, natural gas, timber, and much more. Natural disasters, such as droughts, floods, hurricanes, tornadoes, earthquakes, and severe winter storms, impact various regions.

History. North America's history before Europeans arrived is incomplete, but the original inhabitants had advanced civilizations. From the 17th century on, Native Americans were displaced by European settlers who came for riches, territory, and religious freedom. Disease brought by the settlers also decimated the Native American population. Thirteen British colonies were established on the east coast of North America. The American Revolution (1775–83) led to independence from Britain and a loose confederation of states. A constitution was created which set up a system of government, balanced the rights of the states and federal government, and protected free speech and other civil liberties. Explorers and pioneers headed west and settled large areas of land. The United States acquired territory from France, Mexico, Russia, and Spain throughout the 19th century, expanding its borders from the Atlantic to the Pacific Ocean.

In 1861, civil war broke out between Union states in the north and Confederate states in the south over issues of slavery, states' rights, and economic differences. Under President Abraham Lincoln, Union forces defeated the Confederates in 1865. Slavery was abolished and the Union was restored, although it took many years for the nation to heal from the conflict. Legal discrimination based on race continued until the civil rights movement of the 1950s and 1960s prompted legislation ending such discrimination.

In the late 19th and early 20th centuries, immigration boomed, the U.S. economy grew substantially, and government policy focused on finding world markets. Initially wary of involvement in European affairs, the United States provided troops during the final year of World War I. By 1942,

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it was a major combatant in World War II and emerged as the strongest economic and military power in the world. The United States became a principal donor of financial and technological aid to developing countries in an effort to spread American values (which were not always welcome) and stop the spread of Soviet-sponsored communism. With the U.S. defeat in Vietnam, American influence declined, although this trend seemed to reverse in the 1980s and 1990s. U.S. leadership was pivotal in the 1991 Gulf War, in Bosnia, Somalia, and Kosovo, and is currently vital to ongoing peace talks and trade negotiations around the world. The United States is an active member of the United Nations and a key donor of international aid.

THE PEOPLE

Population. The population of the United States (about 270 million) is the third largest in the world, following China and India, and growing at a rate of 0.9 percent per year. People of European, Latin American, and Middle Eastern origin (also known as *whites*) comprise 83 percent of America's population. Other groups include those of African descent (12 percent), Asian descent (4 percent), and Native American descent (less than 1 percent). People of Latin American descent comprise the fastest-growing minority group. Often referred to as *Hispanics*, they constitute about 11 percent of the total population.

Although members of any ethnic group can be found anywhere in the country, populations vary by region. For example, Hispanics reside mostly in the west and southwest, while African Americans live mostly in the east and southeast. Nearly 60 percent of the people in Hawaii are Asians. Minority populations also tend to be concentrated in urban areas. Nearly 80 percent of all Americans live in metropolitan areas. (*American* is the term most often used to describe a citizen or product of the United States, even outside of the country.)

Language. English is the predominant language of the United States and is spoken by most citizens. The English spoken in the United States is referred to in other English-speaking nations as *American English*. It is characterized by spelling and pronunciation variations from *British English*, as well as unique idioms. Spoken English is very flexible, while written communication is more formal and standardized. Many first-, second-, or even third-generation immigrants also speak their native tongue. In fact, one in seven Americans speaks a language other than English in the home. Spanish is spoken in many Hispanic communities. Native Americans speak a variety of Amerindian languages.

Religion. Although the United States has never had an official state church, about 95 percent of the population professes some religious beliefs. Most Americans (80–85 percent) are Christians. Early European settlers were primarily Christian, and the Constitution and Bill of Rights are based, in part, on Christian values and principles. However, the Constitution dictates that church and state remain separate. There are scores of different Christian churches throughout the country. About 24 percent of the population is Roman Catholic. Baptists, Methodists, and Lutherans are the largest Protestant groups; more than half of all Americans belong to these or other Protestant organizations. Other Christian denominations account for another 3 to 5 percent of the total. There are also substantial numbers of Jews (2 percent), Muslims, Buddhists, and other non-Christians. Between 40 and 50 percent of Americans attend religious services weekly. About 10 percent of all Americans have no religious affiliation but may still have spiritual convictions. Religion is generally a personal matter for Americans, but some openly discuss their beliefs with others.

General Attitudes. Americans tend to be frank and outspoken. They voice their opinions and share their views on a variety of subjects. In general, they appreciate people who are candid. There are few subjects an American will not discuss. Of course, there are exceptions, and religious values may keep some from discussing certain issues. Those who are not close friends avoid extremely personal questions. Americans value innovation, industry, and integrity. They enjoy a good sense of humor, including sarcasm. Americans have the ability to laugh at themselves as well as at others. Even though they may criticize the government, most are patriotic and believe the United States is one of the greatest countries in the world. Americans consider their country to be a guardian of democracy and freedom, as well as a promoter of peace worldwide. They strongly value their freedom and independence, both as a nation and as individuals. Individualism, as opposed to conformity, is often cited as an American characteristic. Even when working as a team, Americans usually think in terms of several distinct individuals blending their efforts rather than a group working as one unit.

Personal Appearance. Although fashion trends affect how people dress, Americans generally feel free to wear whatever they please. Some use clothing to make a social or personal statement. Americans emphasize cleanliness but may purposely wear tattered clothing or casual attire in public. Dressing "down" (casually) is a trend in the workplace; still, suits for men and pantsuits, dresses, or skirts for women are standard attire in many offices. Formal clothing is worn for certain social occasions. Appearance, in general, is important to the individual American.

CUSTOMS AND COURTESIES

Greetings. Both men and women usually smile and shake hands when greeting. The American handshake is often firm. Good friends and relatives may embrace when they meet, especially after a long absence. In casual situations, people may wave rather than shake hands. Friends also wave to each other at a distance. Americans may greet strangers on the street by saying *Hello* or *Good morning* (in Spanish, *Buenos dias* or *¿Cómo está?*), although they may pass without any greeting. Among the youth, verbal greetings or hand-slapping gestures (such as the "high five") are common. Except in formal situations, people who are acquainted address one another by given name. Combining a title (*Mr.*, *Mrs.*, *Miss*, *Dr.*, for example) with a family name shows respect. When greeting someone for the first time, Americans commonly say *Nice to meet you* or *How do you do?* A simple *Hello* or *Hi* is also common. There are regional variations, such as *Aloha* in Hawaii or *Howdy* in parts of the west. Friends often greet each other with *How are you?* and respond *Fine, thanks*. Americans do not really expect any further answer to the question.

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Gestures. When conversing, Americans generally stand about two feet away from each other. However, they may spontaneously touch one another on the arm or shoulder during conversation. Members of the opposite sex may hold hands or show affection in public. To point, a person extends the index finger. One beckons by waving all fingers (or the index finger) with the palm facing up. Direct eye contact is not necessary for the duration of a conversation, but moments of eye contact are essential to ensure one's sincerity. Winking to children is a gesture of friendliness; when adults wink it usually means that they or someone else is kidding or joking. People may prop their feet on chairs, place the ankle of one leg on the knee of the other, cross legs at the knee (more common for women), or sit with legs spread apart. Poor posture is not uncommon. People often hand items to one another with one hand and may even toss something to a friend. Holding up one's hand, palm in, with only the middle finger extended, is an offensive gesture.

Visiting. Although Americans are informal, they generally are conscious of time. Appointments are expected to begin promptly. Guests invited to a home for dinner should arrive on time because the meal is often served first. Hospitality takes many forms: a formal dinner served on fine dishes, an outdoor barbecue with paper plates, or a leisurely visit with no refreshments. Most events are casual. Guests are expected to feel comfortable, sit where they like, and enjoy themselves. It is not unusual for either guests or hosts to agree on a reasonable limit of time for the visit if schedules are pressing. Guests are not expected to bring gifts, but a small token such as wine, flowers, or a handicraft might be appreciated. Hosts inviting close friends to dinner may ask them to bring a food item to be served with the meal. Americans enjoy socializing; they gather in small and large groups for nearly any occasion, and they enjoy talking, watching television or a movie, eating, and relaxing together.

Eating. Eating styles and habits vary between people of different backgrounds, but Americans generally eat with a fork in the hand with which they write. They use a knife for cutting and spreading. Otherwise they lay it on the plate. When a knife is used for cutting, the fork is switched to the other hand. People eat some foods, such as french fries, fried chicken, hamburgers, pizza, and tacos, with the hands. They generally place napkins in the lap. Resting elbows on the table usually is considered impolite. Dessert, coffee, or other after-dinner refreshments are frequently served away from the dining table. Guests are expected to stay for a while after the meal to visit with the hosts. In restaurants, the bill usually does not include a service charge; leaving a tip of 15 percent is customary.

LIFESTYLE

Family. The American family is the basic unit of society, but it has been changing. A generation ago, the average family consisted of a mother, father, and two or more children. This nuclear family often maintained important ties to members of the extended family. Today, only about one-fourth of all households consist of a mother, father, and one or two children. Other family structures are more common, including families with a single parent (30 percent) and unmarried couples with or without children. One-third of all children are born out of wedlock. Children may live with or be cared for by grandparents, especially if the parent is young and not married.

A generation ago, men were the traditional breadwinners. Today, nearly half of all working Americans are women. In homes where both the husband and wife work, men are now expected to share household chores, although women still perform most domestic duties. Men often play an important role in raising children as well. With both parents working, the use of and need for day-care facilities is increasing. Single-parent families also rely heavily on day care. Elderly individuals who cannot care for themselves live in retirement communities or other institutions; many live with their adult children. Otherwise, the elderly live in their own homes and comprise a rapidly expanding segment of the population. More than half of all young, unmarried adults (ages 18–24) live with their parents. The American family is mobile. People frequently move from one region of the country to another for education, employment, or a change in living conditions.

Dating and Marriage. Dating is a social pastime. Youth may begin dating in couples as early as age 13, although group activities are more common at that age. More serious dating begins around age 15. Going to movies, dancing, having picnics, participating in sports, or eating out are popular activities. Casual sexual relationships are common. Many couples choose to live together before or instead of marrying. Still, many consider marriage to be the preferred living arrangement. Weddings can be either lavish or simple, depending on the region, the family's economic status, and their religious affiliation. The age for marriage averages 26 for men and 24 for women.

Diet. It is difficult to name a national dish. The abundance of fast-food restaurants in the United States would seem to indicate that the national foods are hamburgers, french fries, pizza, and chicken. While these foods are popular among most segments of the population, they reflect a busy lifestyle as much as preference. The majority of popular "American" foods are adopted from the national cuisines of immigrants; this includes Mexican, Chinese, Italian, and myriad other nations. Americans eat beef, pork, chicken, and turkey in fairly large quantities, although eating habits have changed with health concerns. Fresh vegetables and fruits are available year-round. Americans consume large amounts of candy, ice cream, and other sweets. Most Americans will readily try any food, and the culture easily adapts to new tastes.

Recreation. Baseball, basketball, and American football are the most popular spectator and participation sports. Public schools and local organizations provide team sports for the youth. Professional sports are an important part of the culture. Americans also enjoy soccer, cycling, racquetball, hockey, tennis, swimming, golf, bowling, jogging, and aerobic exercising. The U.S. Women's Soccer Team won the 1999 Women's World Cup. Leisure activities include watching television, going to movies, surfing the Internet, picnicking, attending music concerts, and traveling.

Holidays. Each state has its own public holidays and each city may have celebrations. National public holidays include New Year's Day, Martin Luther King Jr.'s Birthday (third Monday

in January), Presidents' Day (third Monday in February), Memorial Day (last Monday in May), Independence Day (4 July), Labor Day (first Monday in September), Columbus Day (second Monday in October), Veterans' Day (11 Nov.), Thanksgiving (fourth Thursday in November), and Christmas. Although they are not holidays, other observances include Groundhog Day (2 Feb.), Valentine's Day (14 Feb.), St. Patrick's Day (17 Mar.), Easter, Mother's Day (second Sunday in May), Father's Day (third Sunday in June), Flag Day (14 June), and Halloween (31 Oct.).

Commerce. Business office hours usually extend from 8:00 or 9:00 A.M. to 5:00 or 6:00 P.M. However, retail and grocery stores often remain open until 9:00 or 10:00 P.M. and many are open 24 hours a day, seven days a week. Suburban Americans shop for groceries and other goods in supermarkets, large enclosed *malls* with department and specialty stores, smaller open-air *strip malls* that feature specialty shops, and chain discount stores. Urban residents shop in many of the same stores but might also buy goods at small, neighborhood shops that are part of large office or apartment buildings.

SOCIETY

Government. The United States is a democratic federal republic guided by a constitution. Individual states hold sovereignty over their territory and have rights that are not reserved by the federal government. Each state has its own legislature for enacting local laws. Free elections have always determined the country's leadership, and citizens may vote at age 18. The U.S. president (currently Bill Clinton) is elected by an electoral college of delegates who represent the vote of the people in each state. Presidential elections are held every four years; the next will take place in November 2000. The bicameral legislature (Congress) has two houses: the 435-seat House of Representatives, whose members serve two-year terms, and the 100-seat Senate, whose members serve six-year terms. Congress is dominated by the Republican and Democratic Parties. Smaller parties are active throughout the country and a few have seats in the legislature, but most act as pressure groups rather than viable election contenders. The government also has a separate judicial branch.

Economy. The United States has the largest, most diverse, and technically advanced economy in the world. Economic growth is strong; the economy grew by 4 percent in 1998 with little inflation. However, while American society as a whole is prosperous, there is a widening gap between the wealthy and the poor, and even between those who earn a comfortable income and those who struggle to meet basic needs.

The country's economic strength is based on diversified industrial and service sectors, investments abroad, the dollar as a major world currency, a demand-driven consumer society, and exports. The services sector employs more people than manufacturing, but the United States remains a world leader in industry and high-technology. It exports capital goods, cars, consumer goods, food, and machinery. It also exports pop culture (movies, music, television programming, fashion, sports, and more), which can fuel demand for American goods. The United States is a key world financial center, and its economic fortunes affect global markets and international economic growth. The currency is the U.S. dollar (US$).

Human Dev. Index* rank	**3 of 174 countries**
Adjusted for women	**3 of 143 countries**
Real GDP per capita	**$29,010**
Adult literacy rate	**99 percent**
Infant mortality rate	**6 per 1,000 births**
Life expectancy	**73 (male); 80 (female)**

Transportation and Communication. The United States has an extensive network of paved highways, and the private car is the chief form of transportation. In large cities, urban mass-transit systems are common. In many areas, however, public transportation systems are not well developed. Many people travel by air, and the United States has the largest number of private airline companies in the world. Passenger train travel is limited to short commuter distances and relatively few cross-country routes; trains more frequently transport goods. The communications network is extensive and modern. Most households have a telephone and one or more television sets. There are thousands of radio and television stations in operation throughout the country; most are privately owned. Freedom of the press is guaranteed. Although newspapers are available everywhere, only about half of all Americans read one every day. Others watch television for news.

Education. Each state is responsible for its educational system. Education is free and compulsory for ages five through sixteen. Most students complete their high school education with grade 12 (at age 17 or 18). Many enter the labor force at that age or seek vocational and technical training. Others enter a university or college to pursue higher education degrees. Although nearly all Americans can read, functional illiteracy is a problem for many adults.

Health. The health problems facing Americans are different than those in some other countries in that a sedentary lifestyle and risky physical behavior are the two greatest causes of adult health problems. The United States is the only industrialized country in the world without a national (public) health-care system. Most people must have private insurance to receive medical care without paying very high prices. The health network is extensive and modern, except in some rural areas. Each state has its own regulations regarding health care, and there are some national standards as well. Public and private reform movements are changing how health care is provided and paid for. The United States is a world leader in medical research and training.

FOR THE TRAVELER

While many Americans enjoy traveling to other countries, most vacation in the United States.† Tourism is important to many local economies. For information on places to explore, contact local travel agencies or state travel bureaus.

Each *Culturgram* contains native commentary and original, expert analysis. Statistics are estimates and information is presented as opinion. This document should not be considered strictly factual. It is an introduction to culture, a step in building bridges of understanding between peoples. It may not apply to all peoples of the nation. You should therefore consult other sources. *UN Development Programme, *Human Development Report 1999* (New York: Oxford University Press, 1999); www.undp.org/undp/hdro. †For health precautions, contact the U.S. Centers for Disease Control and Prevention's International Travelers' Hotline at (888) 232-3228; www.cdc.gov.

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PROVERBS

(Many proverbs use older vocabulary and grammatical constructions)

Out of sight, out of mind.

The more, the merrier.

Like father, like son.

Love me, love my dog.

Better late than never.

Action speaks louder than words.

Many a truth has been said in jest.

A stitch in time saves nine.

Birds of a feather flock together.

You can't tell a book by its cover.

When in Rome do as the Romans do.

Where ignorance is bliss, 'tis folly to be wise.

Don't put off for tomorrow what you can do today.

Where there's a will there's a way.

Variety is the spice of life.

All work and no play makes Jack a dull boy.

Make hay while the sun shines.

All that glitters is not gold.

There's many a slip 'twixt the cup and the lip.

Do unto others as you would have them do unto you. (the Golden Rule from the Bible)

None are so blind as those who will not see.

If we could only see ourselves as others see us.

Barking dogs don't bite.

Where there's smoke, there's fire.

Don't count your chickens before they're hatched.

Honesty is the best policy.

Rome wasn't built in a day.

A bird in the hand is worth two in the bush.

The grass is always greener on the other side.

Look before you leap.

HE WHO HESITATES IS LOST.

When the cat's away the mice will play.

Never swap horses crossing a stream.

Children should be seen and not heard.

Spare the rod and spoil the child.

Clothes make the man.

Two's company, three's a crowd.

Too many cooks spoil the soup.

A burnt child dreads the fire.

All is fair in love and war.

What is sauce for the goose is sauce for the gander.

A fool and his money are soon parted.

A friend in need is a friend indeed.

God helps those who help themselves.

Beware of Greeks bearing gifts.

It takes two to make a bargain.

As you make your bed you must lie in it.

Beggars can't be choosers.

In the country of the blind, the one-eyed man is king.

Every cloud has a silver lining.

SAYINGS AND FAMOUS QUOTATIONS

For a half empty whiskey bottle, the optimist says it's half full, the pessimist, it's half empty.

A pessimist sees the hole in the doughnut.

April showers bring May flowers.

Youth is wasted on the young.

Charity begins at home.

Cleanliness is next to godliness.

From each according to his ability, to each according to his needs (Marxist creed)

Debate is masculine; conversation is feminine. (Alcott)

Early to bed and early to rise,
Makes a man healthy, wealthy and wise. (B. Franklin)

The way to a man's heart is through his stomach.

Man is his own worst enemy. (Cicero)

To err is human, to forgive divine. (Pope)

Imitation is the sincerest form of flattery.

It is more blessed than to receive.

Give him an inch and he'll take a mile.

Some are born great, some achieve greatness, and some have greatness thrust upon them.

Other men live to eat, while I eat to live. (Socrates)

The only thing we have to fear is fear itself (F.D. Roosevelt)

Genius is one per cent inspiration and ninety-nine per cent perspiration (Thomas A. Edison).

I think, therefore I am (Decartes).

Absence makes the heart grow fonder.

Hitch your wagon to a star.

The artist does not see things as they are, but as he is. (A. Tonnelle)

Blood is thicker than water.

Man does not live by bread alone. (the Bible)

Virtue is its own reward (Cicero).

If Winter comes, can Spring be far behind? (Shelley)

A soft answer turns away wrath (the Bible).

Speak softly and carry a big stick. (Theodore Roosevelt)

A prophet is not without honour, save in his own country, and in his own house (the Bible).

Reading maketh a full man; conference a ready man; and writing an exact man (Francis Bacon).

The heart has its reasons which reason does not know (Pascal).

He travels the fastest who travels alone. (Kipling).

A little learning is a dangerous thing. (Pope).

Whom the gods destroy, they first make mad (Euripedes).

Some books are to be tasted, others to be swallowed, and some few to be chewed and digested (Bacon).

You can fool some of the people all of the time, and all of the people some of the time, but you cannot fool all of the people all the time. (Lincoln)

TONGUE TWISTERS

Peter Piper picked a peck of pickled peppers;

A peck of pickled peppers Peter Piper picked.

If Peter Piper picked a peck of pickled peppers,

Where's the peck of pickled peppers,

Peter Piper picked? (from Mother Goose rhymes)

She sells seashells by the seashore.

POETRY

Verse to remember the days of the month:

Thirty days hath September, April, June and November,
All the rest have 31, except February in fine,
Which alone has 28 or 29.

I never saw a Purple Cow,
   I never hope to see one.
But I can tell you, anyhow
   I'd rather see than be one.

The night shall be filled with music
And the cares that infest the day
Shall fold their tents like the Arabs,
And as silently steal away. (Longfellow)

A book of Verses underneath the Bough,
A Jug of Wine, a Loaf of Bread--and Thou
Beside me singing in the Wilderness-
Oh, Wilderness were Paradise enow! (Omar Khayyam)

Roses are red,
   and violets are blue,
Sugar is sweet,
   and so are you. (American version of an old Valentine inscription)

Age cannot wither her,nor custom stale
Her infinite variety. (Shakespeare, about Cleopatra)

Any man's death diminishes me, because I am involved in Mankind;
And therefore never send to know for whom the bell tolls;
It tolls for thee. (John Donne)

HUMOR

When angry, count four; when very angry, swear. (Mark Twain

And this is good old Boston,
The home of the bean and the cod,
Where the Lowells talk to the Cabots
And the Cabots tolk only to God. (J.C. Bossidy, on the Aristocracy of Harvard)

There are three kinds of lies: lies, damned lies, and statistics. (Disraeli)

In this world nothing is certain but death and taxes. (B. Franklin)

Candy
Is dandy
But liquor
Is quicker. (Ogden Nash, Reflection on Ice-Breaking)

Familarity breeds contempt--and children. (Mark Twain)

Men seldom make passes
At girls who wear glasses (Dorothy Parker)

An expert is one who knows more and more about less and less (Butler).

A fishing-rod was a stick with a hook at one end and a fool at the Other (Samuel Johnson).

When a diplomat says <u>yes</u> he means perhaps; when he says <u>perhaps</u> he means no;
When he says <u>no</u> he is no diplomat.
When a lady says <u>no</u>, she means <u>perhaps</u>; when she says <u>perhaps</u> she means yes;
When she says <u>yes</u> she is no lady.
(difference between a lady and a diplomat)

Eat, drink, and be merry, for tomorrow ye diet. (Beymer)

I am an atheist, thank God!

From WRITING FROM EXPERIENCE by Marcella Frank
(1983, Prentice-Hall)

Signs of the Zodiac—Personal Characteristics[6]

ARIES 3/21-4/19 (*Mars*[7]—rules energy, courage, aggressiveness, action, ambition, pioneering)

has initiative, courage, drive, enthusiasm
resourceful, self-confident, impulsive, imaginative
dynamic—a doer who wants to be first in everything
independent, restless—wants challenges and adventures
outgoing, enjoys competition in work but not monotony
a natural organizer with executive ability
faults: impatient, not persistent, thoughtless, selfish, quick-tempered

TAURUS 4/20-5/20 (*Venus*—rules art, beauty, love, peace and harmony, perfection)

stubborn determination, slow starter, persistent, courageous
kind, but with a violent temper when pushed too far
sense of material values—talent for acquiring money
has great vitality and sensuality, love of beauty
conservative, very practical, methodical, shrewd
faults: hard to adapt to change, moody, carries grudges (doesn't forget or forgive), greedy, overly possessive, extremely conservative

GEMINI 5/21-6/21 (*Mercury*—rules the mind, communication)

lighthearted, whimsical, talkative, witty conversationalist
alert, changeable, a quick and intelligent thinker with an excellent sense of humor
has need for novelty and variety, versatile and adaptable, skilled with hands
faults: superficial, lacks warmth, fickle, easily bored, restless, nervous, not persistent, careless about money

CANCER 6/22-7/22 (*Moon*—rules moods, emotions, intuition, change, domesticity)

tenacious, versatile, moody, sensitive, idealistic
possessive, very changeable, home-loving, protective of the family
romantic, affectionate, gentle
faults: overpossessive, jealous, tends to accumulate, emotionally insecure, inconsistent.

LEO 7/23-8/22 (*Sun*—rules the will, drive, executive power)

a born leader, bold, energetic, ambitious, honest, enthusiastic
generous, loyal, optimistic, cheerful, sympathetic, self-confident
a strong personality—wants to be noticed and admired
emotionally intense, melodramatic—favors dramatic gestures
faults: arrogant, vain, self-centered, dictatorial, bossy, thoughtless, vulnerable to flattery

VIRGO 8/23-9/22 (*Mercury*—rules the mind, communication)

intellectual, logical and analytical mind, levelheaded
methodical, meticulous, master of detail, hard-working, practical
dependable, enjoys routine work, perfectionist
modest, neat, loyal, reserved
faults: fanatic about neatness and order, emotionally cold, nervous, critical and nagging, faultfinding, insecure, intolerant of ignorance

LIBRA 9/23-10/22 (*Venus*—rules art, beauty, love, peace and harmony, perfection)

poised, diplomatic, peace-loving, imaginative, fair-minded, intellectual
hates arguments, can see both sides, never totally committed

[5] The *Zodiac* is the narrow path in which the sun, the moon, and the planets travel in the heavens. The zodiac is divided into twelve equal parts.

[6] Not all sources show exactly the same beginning or ending day for each sign.

[7] The name in parentheses after each sign of the zodiac is the heavenly body (sun, moon, or planet) that dominates the sign.

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dislikes hard work, romantic but not sensual
loves beauty—especially beauty of human relationships
has artistic talent, good at working with people
faults: indecisive, gets discouraged easily, hesitant, not practical, careless in money matters

SCORPIO 10/23-11/21 (*Pluto*—rules power, intensity, everything beneath the surface and behind the scenes)

strong drive, magnetic personality, great vitality
hard worker, has great patience and power of concentration, ambitious
realistic, practical, sensible, courageous, self-assured, loyal
unshakable determination of the kind that makes martyrs and fanatics
competes to win, not for the fun of it
subtle and secretive—manipulates people from the background
very sensual (the sexiest sign of the Zodiac)
faults: lacks control over the emotions, ruthless and unfair, suspicious, jealous, overly possessive, selfish, arbitrary

SAGITTARIUS 11/22-12/21 (*Jupiter*—rules sociability, kindness, enthusiasm, generosity, optimism)

warm, friendly, tolerant, good-natured, honest, curious
talkative, extrovert—fun to have around
restless and independent—needs action, travel, adventure
likes sports, but plays for enjoyment
not very domestic—doesn't like to be tied down
faults: fickle, not persistent, extravagant, impatient, forgetful, depends too much on luck.

CAPRICORN 12/22-1/19 (*Saturn*—rules self-discipline, hard work, responsibility, patience, cautiousness)

works hard but wants it to count, wants to rise to the top
ambitious, authoritative, industrious, self-disciplined
conservative but forceful, practical, orderly, cautious
excellent organizer—plans large-scale ventures
values honor and respectability
faults: single-minded in pursuing success, gloomy, pessimistic, impatient, distrustful

AQUARIUS 1/20-2/18 (*Uranus*—rules originality, invention, freedom, individualism)

independent thinker but unpredictable, nonconformist
intellectual, rational, objective, fair-minded, tolerant
inventive, progressive, thinks in large-scale terms
friendly, good-humored, kind, spontaneous
faults: impersonal, resists intimate contact, impractical, eccentric, irresponsible

PISCES 2/19-3/20 (*Neptune*—rules vagueness, confusion, creativity, illusion, changeability)

imaginative, original, sympathetic, generous, honest
unrealistic, highly emotional, intuitive, impressionable
creative in all arts, also mathematics and science
faults: jealous, possessive, gloomy, lacks confidence, impractical, easily led

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Western Zodiac

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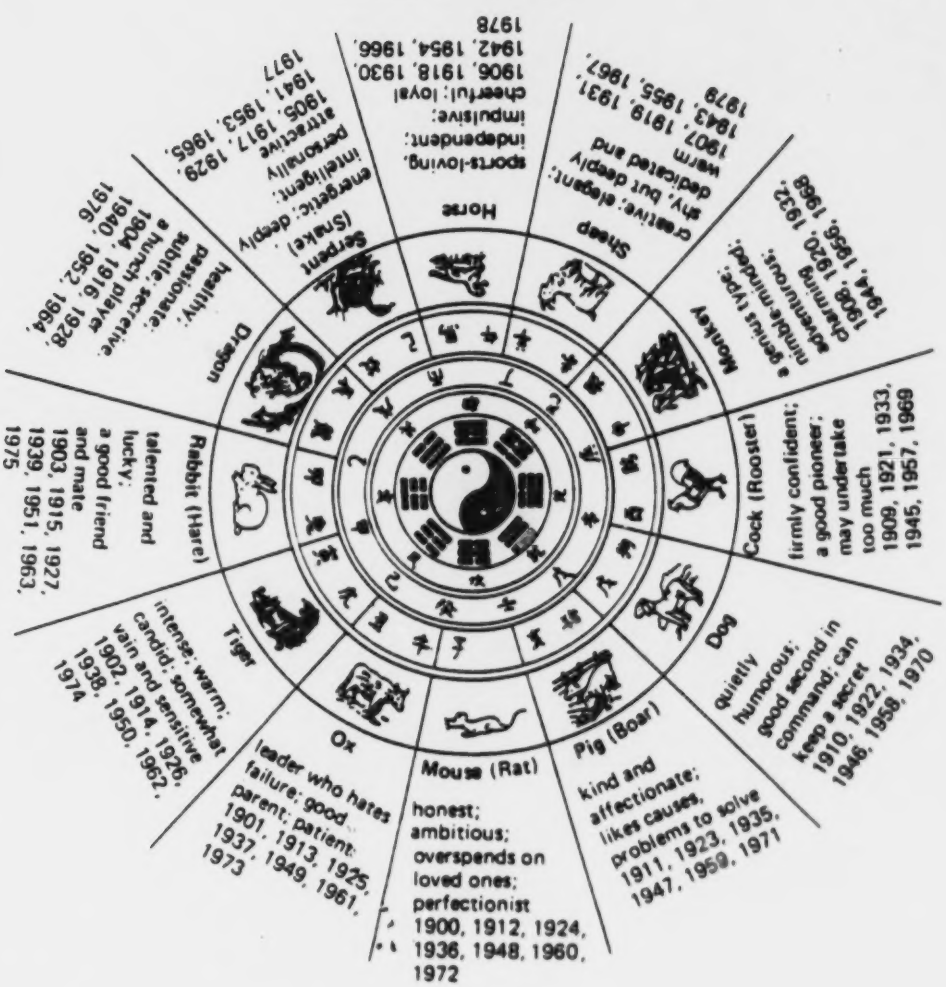
Oriental Animal Cycle


Rat
honest; ambitious; overspends on loved ones; perfectionist
1900, 1912, 1924, 1936, 1948, 1960, 1972
Ox
leader who hates failure; good parent; patient
1901, 1913, 1925, 1937, 1949, 1961, 1973
Tiger
intense; warm; candid; somewhat vain and sensitive
1902, 1914, 1926, 1938, 1950, 1962, 1974
Rabbit (Hare)
talented and lucky; a good friend and mate
1903, 1915, 1927, 1939, 1951, 1963, 1975
Dragon
healthy; passionate; ambitious; secretive; a hunch player
1904, 1916, 1928, 1940, 1952, 1964, 1976
Serpent (Snake)
energetic; deeply intelligent; personality attractive
1905, 1917, 1929, 1941, 1953, 1965, 1977
Horse
sports-loving, independent; impulsive; cheerful; loyal
1906, 1918, 1930, 1942, 1954, 1966, 1978
Sheep
creative; elegant; shy, but deeply dedicated and warm
1907, 1919, 1931, 1843, 1855, 1867, 1978
Monkey
a genius type; nimble-minded; adventurous; charming
1908, 1920, 1932, 1944, 1956, 1968
Cock (Rooster)
firmly confident; a good pioneer; may undertake too much
1909, 1921, 1933, 1945, 1957, 1969
Dog
quietly humorous; good second in command; can keep a secret
1910, 1922, 1934, 1946, 1958, 1970
Pig (Boar)
kind and affectionate; likes causes, problems to solve
1911, 1923, 1935, 1947, 1959, 1971

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Oriental animal cycle chart © 1972/1976 by The New York Times Company. Reprinted by permission.

ENGLISH FOR EVERYDAY ACTIVITIES: A PICTURE PROCESS DICTIONARY
New Readers Press , 1999
(Call 1-800-448-8878 to order)

SIMPLE PAST

25 Eating Dinner

Key Vocabulary

VERBS

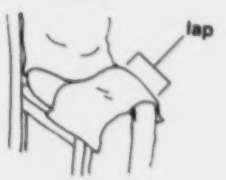
eat [ate]
have [had]
help oneself
pass
put [put]
set [set] [a table]
sit [sat] down
talk

NOUNS

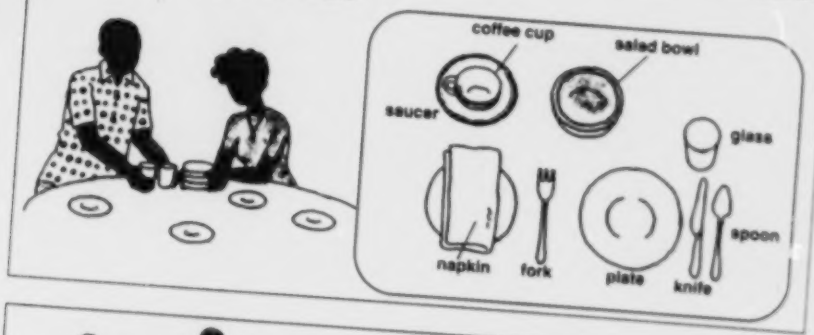
coffee cup
dessert
dinner
food
fork
glass
helping
knife
lap
main course
napkin
plate
salad
salad bowl
saucer
serving dish
spaghetti
spoon
table

For Special Attention

- **help yourself** = take something for yourself
- In a meal, a **helping** is an amount you take to eat.
- Your **lap** is the upper part of your legs when you are sitting down.



Paul and Kate Set the Table



Everyone sat down at the table.

They put their napkins on their laps.

Paul helped himself to some salad...

...and passed the serving dish to Kate.

Then they helped themselves to the food.

As they ate, they talked.

Paul had a second helping of spaghetti.

After the main course, they had some dessert.

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PRONUNCIATION

CHART OF AMERICAN ENGLISH VOWELS (simplified)

by Marcella Frank

MOUTH CLOSED

Front Vowels - Tongue stays in the front of the mouth, behind the lower front teeth

Lips are stretched

Front		Back
i beat ɪ bit		u pool ʊ pull
eɪ bait ɛ bet	ʌ but (stressed) ə about (unstressed)	oʊ pole
æ bat	ɑ: heart (long) ɑ hot (short)	ɔ Paul

Back Vowels - Tongue pulls toward the back of the mouth.

Lips are rounded.

MOUTH OPEN

diphthongs: aɪ buy
ɔɪ boy
aʊ bough

WEBSTER'S DIACRITICAL SYSTEM (used by most American dictionaries)

Most symbols are from the letters of the alphabet. The vowel sounds are distinguished by the diacritical marks above them.

a or ă	hat	e or ĕ	bet	i or ĭ	bit	o or ŏ	not	oo or o͝o	pull
ā	hate	ē	beet	ī	bite	ō	note	o͞o	pool
ä	heart								
â	hair								

The Webster system also uses the IPA schwa /ə/ for most unstressed syllables, no matter how the unstressed syllable is spelled. (ago, agent, sanity, comply, focus)

CONSONANTS

Voiceless	Voiced (the vocal chords in the throat vibrate)	Instructions for producing the consonant sounds[1] (footnote-modified from Clarey and Dixson, Pronunciation Exercises in English)
Pairs		
p	b	Close the lips, then blow them open with a little puff of air
t	d	Place the tip of the tongue on the gum ridge behind the upper front teeth, then blow the tongue sharply away.
k	g	Raise the back of the tongue to touch the soft palate. Let it quickly break contact.
ʃ (dish)	ʒ (measure)	Push out the lips; raise the front of the tongue to the upper gum ridge and blow out.
tʃ church)	dʒ (judge)	Raise the front of the tongue to the upper gum ridge. Begin the /ʃ/ sound with a /t/, and the /ʒ/ sound with a /d/, gliding quickly from one sound to the other.
θ (thin)	ð (then)	Place the tip of the tongue between the upper and lower front teeth and blow out.
f	v	Place the upper front teeth to the lower lip and blow out
s	z	Raise the tip of the tongue to the upper gum ridge and make a hissing (for s) or a buzzing (for z) sound.
Other consonants		
h		Open the mouth and sigh in a relaxed manner.
	l	Place the tip of the tongue on the upper gum ridge, and let the voiced breath come over the relaxed sides of the tongue.
	m	Press the lips together and hum.
	n	Place the tip of the tongue to the upper gum ridge and send the voice through the nose.
	ŋ	Raise the back of the tongue toward the soft palate; make a nasal sound.

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Voiceless	Voiced	
	w	Round the lips and blow out.
	y (also j)	Say ee and force the breath out.
	r	Raise the tongue and curl it toward the hard palate but do not touch the palate

D. Some Differences Between American Speech Areas

There is some variation in the production of vowel sounds in different regions of the United States.

Word	Pronunciation of vowel	
dawn, long, coffee	/ɔ/ or /ɑ/	
story, aural	/ɔ/ or /ʊr/	
where, when	/w/ or /hw/	
father, speaker	/ɑ/ or /ə/	Some American speakers, especially in the East and South, omit the ~~final~~ r sound after a vowel (as the British do).
new, due	/u/ or /yu/	
bath, dance, aunt	/æ/ or /ɑ/	The /a/ sound is commonly heard in New England.

One noticeable difference in the use of consonant sounds is the omission of t especially after n, so that a word like **winter** is pronounced the same way as **winner**. Other words in wich t is often omitted in one variety of American English are **center**, country and the numbers **twenty** to **ninety**.

PRACTICE WITH CONTRASTING SOUNDS

/ɪ/ (It) vs /i/ EAt)

Hint to students - For the /i/ sound in EAt, begin with the /ɪ/ sound in It and prolong it with a Y sound.

fill	feel	did	deed
slip	sleep	list	least
ship	sheep	rich	reach
bit	beat	pick	peak
lick	leak	lip	leap
sick	seek	pill	peak
hill	heal		

Sentences (p. 1, Nilsen, 1, 2)

1. Please SIT in this SEAT.
2. These shoes don't FIT your FEET.
3. He DID a fine DEED.
4. A SICK person should SEEK help.

/æ/ (cAp) vs /a/ (cOp)

Hint to students - For the /æ/ sound in cAp, stretch the mouth wide and imitate the long sound that a goat makes.

cat	cot	sack	sock
add	odd	map	mop
babd	bond	hat	hot
lack	lock	pat	pot
black	block	tap	top
bag	bog	racket	rocket

Sentences (p. 16, Nilsen 1,2)

1. The COP wore a CAP.
2. It's too HOT for a HAT.
3. The CAT slept on the COT.
4. This door LACKS two LOCKS.

/ə/ (shUt) vs /a/ (shOt)

Hint to students - The /ə/ sound in shUt is made deep down in the belly like a grunt of uh.

rub	rob	luck	lock
sub	sob	suck	sock
gulf	golf	dull	doll
hug	hog	bum	bomb
duck	dock	pup	pop
nut	not	shut	shot
color	collar	duck	cock
cut	cot		

Sentences (Nilsen, p. 18, 1,2, 3)

1. That HUT was certainly HOT.
2. Hand this CUP to the COP.
3. Is that a DUCK on the DOCK?
4. What is the COLOR of that COLLAR?

/v/ (Vine) vs /w/ (Wine)

Hint to students - For the /v/ sound in Vine, the upper teeth touch the lower lip. For the /w/ sound in Wine, there is only a rounding of the lips, as for a kiss.

vest	west	veal	we'll
verse	worse	vent	went
vet	wet	vine	wine
viper	wiper	Walt	vault
wary	vary		

Sentences (Nilsen, p. 40, 2, 3)

1. There's good WINE from this VINE.
2. My VERSE is getting WORSE.
3. Did WALT put it in the VAULT?
4. WE'LL have VEAL for dinner.

/dʒ/ (Jail) vs /y/ (Yale)

Hint to students - For the /dʒ/ sound in Jail, begin with a /d/ sound. For the /y/ sound in Yale, say ee and force the breath out.

jello	yellow	juice	use
jam	yam	jot	yacht
jeer	year	jewel	you'll
jet	yet		
joke	yoke		

Sentences

1. Is the JET here YET?
2. This JELLO has a YELLOW color.
3. A bad YOKE is no JOKE.
4. YOU'LL love this JEWEL.

/l/ (Late) vs /r/ (Rate)

Hint to students - For the /l/ sound in Late, the tip of the tongue touches the upper gum ridge behind the front teeth. For the /r/ sound in Rate, the tongue curls back in the mouth and does not touch the gum ridge.

lack	rack	light	right
lace	race	lip	rip
lag	rag	list	wrist
lake	rake	liver	river
lamp	ramp	load	road
lane	rain	lock	rock
law	raw	long	wrong
lead	read	loom	room
leap	reap	loyal	royal

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Sentences

1. There is a LIGHT on the RIGHT.
2. They were LATE in announcing the RATE.
3. There's a big LOAD on the ROAD.
4. The RAIN caused one LANE to close.

The -s ending for a plural noun or a third person singular verb may have one of three possible pronunciations - /s, z, ɪz/.

/s/ after the voiceless consonants /p, f, k, t, θ (th)/	/z/ after a voiced consonant or a vowel sound	/ɪz/ after a sibilant (hiss sound) spelled s or ce (chances, gasses) sh (pushes) ch (churches) -ge or dge (bridges, changes) -x (boxes) -z (buzzes) or se (uses)
breaks	appears	judges
caps	allows	fixes
states	bags	blesses
docks	attends	dances
laughs	bees	dishes
hopes	attitudes	branches
bumps	cars	confuses
departs	animals	replaces
thinks	robes	matches
results	bends	pages
takes	dogs	differences
hopes	loves	surprises
births	comes	advantages
chiefs	rivers	amuses
mistakes	things	classes

PRACTICE 5

Lengthen the vowels in group 2. Can you think of any other examples of words in each group?

	1. <s, es> = /s/ *after voiceless consonants* /p, t, k, f, θ/		2. <s, es> = /z/ *after voiced sounds* /b, d, g, v, ð, m, n, ŋ, l/ *and all vowels*	
a.	hopes	/hoʊps/	robes	/roʊbz/
b.	beets	/bits/	beads	/bidz/
c.	docks	/dɑks/	dogs	/dɔgz/
d.	laughs	/læfs/	loves	/ləvz/
e.	bumps	/bəmps/	comes	/kəmz/
f.	departs	/dɪ ˈpɑəts/	delivers	/dɪ ˈlɪvəz/
g.	thinks	/θɪŋks/	things	/θɪŋz/
h.	states	/steɪts/	stays	/steɪz/
i.	results	/rɪ ˈzəlts/	animals	/ˈænɪməlz/
j.	Mark's	/mɑəks/	Martha's	/ˈmɑəθəz/

Note that <s> in the following common words is pronounced /z/: *is, was, has, does, goes, says, his, hers, theirs, yours, ours, always, sometimes*. When the verb *is* or *has* is contracted to <'s>, it also follows the above rules: *it's* /ɪts/, *that's* /ðæts/, *she's* /ʃiz/, *there's* /ðɛəz/.

EXERCISES

A. Cross out the <e> in the <es> ending whenever it is *not* pronounced.

1. refuses	**4.** replaces	**7.** pages	**10.** compares
2. rides	**5.** matches	**8.** tomatoes	**11.** cigarettes
3. gloves	**6.** knives	**9.** foxes	**12.** headaches

B. *Adding a Syllable*. Answer the following questions using the plural form of the italicized word. Be sure to *add a complete syllable* in making the plural of these longer words.

1. How many *sandwiches* did you order? I ordered three sandwiches.
OR I didn't order any sandwiches.

2. How many *sentences* did you have to write?
3. How many *languages* did you study in school?
4. How many *exercises* did the teacher assign for homework last night?
5. How many pairs of *sunglasses* do you own?
6. How many *apartment complexes* are there nearby?
7. How many *differences* have you noticed between classes here and in your country?
8. How many *surprises* did you have on your last birthday?

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The -ed ending for the past tense may have one of three possible pronunciations - /t, d, ɪd/.

/t/ after a voiceless consonant (p, f, k, s, t, ʃ (sh), tʃ (ch) θ (th))	/d/ after a voiced consonant or a vowel sound	/ɪd/ after /t/ or /d/
washed	changed	expected
noticed	caused	decided
wished	robbed	lasted
dropped	armed	persuaded
crossed	believed	corrected
laughed	answered	pretended
kicked	showed	shouted
watched	turned	reminded
picked	enjoyed	needed
hoped	planned	voted
worked	breathed	exploded
promised	controlled	visited
thanked	begged	wanted
finished	loved	hated
helped	engaged	added

I. *Reading for <ed> Ending.* Write /ɪd/, /t/, or /d/ below each <ed> ending to show how it is pronounced. Check your answers in pairs or groups. Then read the passage aloud, record it, and play it back. Remember to link words in the same phrase.

EXAMPLE needed /ɪd/ walked /t/ rained /d/

Howard's Morning

The clock radio played soft music, but it sounded far away to Howard. At last, he opened his eyes, rolled over, and looked at the clock. He turned away and started to go back to sleep when suddenly he realized that it was already eight o'clock. He was late. He jumped out of bed, quickly shaved, brushed his teeth, combed his hair, and got dressed. He'd wanted to take a shower, but decided that there wasn't enough time. He rushed down the stairs and into the kitchen. He hated being late. Hurriedly, he fixed breakfast—coffee and a toasted English muffin (no time for his usual fried egg)—and raced out the door. He started his car and had just pulled out the driveway when the thought popped into his mind: it was Saturday; he didn't have to go to work after all. He slowly returned, climbed the stairs, changed his clothes, and went back to bed again.

F. Change the following verbs to the past tense. Write /ɪd/ (extra syllable), /t/, or /d/ to show how to pronounce the past tense <ed> ending. (Optional: Put each word in a short sentence.)

1. open
2. refuse
3. attend
4. climb
5. persuade
6. prefer
7. hurry
8. charge
9. arrive
10. last
11. correct
12. relax
13. hope
14. enjoy
15. relate
16. remember
17. control
18. as
19. pretend
20. die
21. shout
22. watch
23. explain
24. sew
25. slip
26. exchange
27. remind
28. hug

accurate English: a Complete Course in Pronunciation, by Rebecca M. Dauer, Regents/Prentice Hall, 1993

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Final voiceless, voiced consonants

Hint to students -
~~Explanation:~~ Lengthen the vowel sound before the voiced consonant so that the voicing is heard more distinctly.

Final voiceless consonant	Final voiced consonant
price	prize
duck	dog
tight	tide
half	have
cap	cab
let	led
seat	seed
bag	back
safe	save
bet	bed
robe	rope
pick	pig

Sentences

1. He left his cap in the cab.
2. Half of these people have little food.
3. Don't save your money in a safe.
4. The dog ran after the duck.
5. Let's pick a fat pig .
6. He tied a rope around his robe.

Notes: German speakers have a tendency to devoice final consonants.
Spanish speakers have a tendency to omit final consonant sounds.

The rhythm of English sentences is determined by an alternation of stressed and unstressed syllables in timed phrases. Phrases within thought groups are given almost the same amount of time, so that the "beat" within a sentence can be almost tapped out. Those words that receive more stress get more time than unstressed words, which are often bunched together to make a stressed/unstressed pattern.

The words that are stressed are the content words - for example, nouns, verbs, adjectives and adverbs. The unstressed words are the short function words - for example, articles, prepositions, conjunctions, auxiliaries, personal pronouns. Also, in one sentence or one thought group, there is one stress that is strongest, usually at or near the end.

In order for the content words to receive the greatest stress, many of the vowels in the unstressed function words are reduced to /ə/ or /ɪ/. Other forms of reduction are:

1. The initial consonant is omitted. This happens mostly with the pronouns beginning with **h** or **th** (he, him, her, they, them), and the auxiliaries beginning with **h** (have, has, had).

Examples: Would (h)elike that? Leave (th)em in the box. She must (h)ave left.

2. The infinitive sign **to** is merged with the preceding auxiliary into one spoken word, heard as **wanna, gotta, gonna, hafta.**

Another means of reduction is through blending words together. For example, in a word group, several words may be heard as one word. Thus, **Is he busy?** may sound like **Izzybizzy?**

Blending is also achieved by means of linking the final sound of one word with the initial sound of the following word.

1. Linking a final consonant sound to the initial vowel sound of the next word.
   in a minute for an hour most of us with our uncle

2. Linking a final vowel sound to the initial vowel sound of the next word.

   A. A /y/ sound is inserted after front vowels. We always say it that way.

   B. A /w/ sound is inserted after back vowels. Do our friends know it?

3. Linking by holding a final consonant before a similar consonant in the next word: The cab broke down. A public career He came many times.

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EXERCISES

12

A. Tap your finger to the stressed syllables while you say the following sentences. Try to keep the same spacing between the "beats" (the stresses) by lengthening the stressed syllables when there are no unstressed syllables between them.

1. 'Susan will be 'talking to her 'boyfriend.
2. 'Susan will 'talk to a 'boy.
3. 'Sue 'talks to 'boys.
4. 'Bob 'writes 'long 'books.
5. 'Bobby's 'writing 'longer 'papers.
6. 'Bobby's been 'writing some 'beautiful 'articles.
7. 'Dogs 'chase 'cats.
8. A 'dog has 'chased the 'cat.
9. A 'dog has been 'chasing our 'cats.
10. A 'dog could have been 'chasing some of our 'cats.
11. 'Boys 'drink 'milk 'nights.
12. The 'boys would 'drink some 'milk at 'night.
13. The 'boys have been 'drinking some 'milk in the 'night.
14. The 'boys would have been 'drinking some of the 'milk into the 'night.

B. Mark the stress in the following sentences. Stress all content words.

1. I'd 'like some 'tea, 'please.
2. I love to look at the moon and stars at night.
3. At the beach, the sun is bright and the sand is hot.
4. They can't eat a lot of red meat.
5. We're late. We've got to rush to catch the bus.
6. Two men were robbed near the bank.
7. Where did you buy your new shoes?
8. They were on sale at a store in town.
9. This is the best car you can buy.
10. Do you know where she got them? Yes, I do.
11. He said that he would come at five or six o'clock.
12. You could call him up and talk to him now.

C. Mark the stresses in the following poem[3] and read it aloud.

A bird came down the walk:
He did not know I saw;
He bit an angle-worm in halves
And ate the fellow, raw.

[3] *Poems by Emily Dickinson*, second series, T. W. Higginson and M. L. Todd, eds. (Boston: Roberts Brothers, 1892) p. 140.

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ACCURATE ENGLISH: A COMPLETE COURSE IN PRONUNCIATION
BY Rebecca M. Dauer
Pearson (Regents Prentice Hall), 1993

E. *Dialogues for Linking.* p. 99

1. Consonant + Vowel

A: How do_I make_it?
B: You need_an_egg, an_apple, an_eggplant, an_ounce of_oatmeal, one_onion, some_apricots, some_almonds, some_orange juice, and some_oil.
A: Anything_else?
B: And_an_unripe banana.
A: That sounds like an_incredible recipe. /'resɪpi/
B: It may be an_inedible[a] one. I just made_it_up.

2. Vowel + Vowel

A: Why_are you so_angry_at me?
B: Well, you_always_argue_about_everything. I'm tired_of_it.
A: I don't_argue_all the time. I think you're_being_unfair.
B: There you go_again.

3. Vowel + Vowel, Consonant + Vowel

A: (*Knock, Knock.*) Where_is_everyone? Is_anyone_at home?
B: Are you_able to see_anything?
A: No, it's_okay. No_one's_around. Try the door.
B: It's_open.
A: Good. Let's go_in.
B: Wait_a_minute. I see_a light_inside. Somebody must be_in. Let's get_out_of here—right_away!
A: You're too_anxious. It's_only a cat.
B: If_it's_a cat, why_is_it picking_up the phone?

[a] -ible in ɛdɪbəl/ = can't be eaten

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INTONATION

The intonation of English, that is, the music of the language, is determined chiefly by whether the voice rises or falls. Intonation patterns usually have three levels. A sentence begins at normal tone, then rises at the last accented syllable, then either drops below normal at the end or remains at the same high level.

1. The voice drops below normal for:

Statements I'd like some ⌈ coffee. ↘

WH questions When would you like some ⌈ coffee? ↘

COMMANDS/REQUESTS Please bring me some ⌈ coffee. ↘

2. The voice remains at the high level of the last accented syllable for:

YES-NO QUESTIONS Do you like ⌈ coffee? ↗

If there is no final unstressed syllable after the final stressed one, the voice glides down on this stressed syllable:

I'd like some ⌈ tea. ↘

In the following sentences, mark the final stressed syllables and the intonation patterns. Then say the sentences after your teacher.

1. We're going to the country.
2. When are you leaving?
3. Do you live in a dormitory?
4. He's very handsome.
5. Please open the window.
6. What time did you call?
7. Help me correct this error.
8. Where can I buy a computer?
9. Have you read this book?
10. I enjoyed reading that book.
11. This exercise is difficult.
12. The coffee is too hot.

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JAZZ CHANTS FOR CHILDREN, by Carolyn Graham
Oxford University Press, 1979

The Elbows Song

Take your elbows
off the table.
Keep those big feet
on the floor.

Take your hat off
when you come in.
You're not outside,
anymore.

Keep your mouth shut
when you're eating.
If you're hungry,
ask for more.

But take your elbows
off the table,
and keep those big feet
on the floor.

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JAZZ CHANTS FOR CHILDREN, by Carolyn Graham
Oxford University Press, 1979

I Like My Friends

I like my friends.
So do I.
I like my old friends.
So do I.
I like my new friends.
So do I.
I'm happy today.
So am I.

I don't like my friends.
Neither do I.
I don't like my old friends.
Neither do I.
I don't like my new friends.
Neither do I.
I'm not happy today.
Neither am I.

I don't like my socks.
I don't either
I don't like my books.
I don't either
I don't like my shoes.
I don't either
I'm not happy today.
I'm not either

I like my clothes.
I do too.
I like my old clothes.
I do too.
I like my new clothes.
I do too.
I'm happy today.
I am too.

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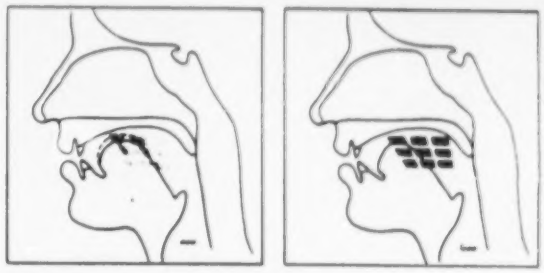
Nilsen and Nilsen
Pronunciation Contrasts
in English,
Prentice Hall Regents
0-13-730938-4
14.25

SOUND	VERTICAL POSITION	HORIZONTAL POSITION	LIP ROUNDING	DIPHTHONG-IZATION	TENSENESS
[iy] beat	high	front	unrounded		
[i] bit	high	front	unrounded		

Languages

Bulgarian
Burmese
Cebuano
Chinese
Estonian
Fijian
French
Georgian
Greek
Hausa
Hawaiian
Hebrew
Hungarian
Indonesian
Italian
Japanese
Korean
Micronesian
Navajo
Persian
Portuguese
Russian
Samoan
Serbo-Croatian
Spanish
Swahili
Swedish
Tagalog
Tamil
Thai
Tongan
Turkish
Urdu
Vietnamese



SENTENCES WITH CONTEXTUAL CLUES

Please SIT in this SEAT.
These shoes should FIT your FEET.
Do you STILL STEAL?
Those BINS are for BEANS.
They SHIP SHEEP.

MINIMAL SENTENCES

He lost the LEAD/LID.
This WEEK/WICK seems very long.
FEEL/FILL this bag.
She wore a NEAT/KNIT suit.
Don't SLEEP/SLIP on the deck.

	greased-grist	deal-dill	dean-din	he's-his
	keyed-kid	meal-mill	lean-Lynn	breeches-britches
	steeple-stipple	real-rill	wean-win	eat-it
	scheme-skim	seal-sill	sheen-shin	beat-bit
	gene-gin	teal-till	keen-kin	heat-hit
	ease-is	steal-still	green-grin	cheat-chit
	leave-live	eel-ill	seen-sin	wheat-whit
	wheeze-whiz	feel-fill	teen-tin	meat-mitt
bead-bid	each-itch	heel-hill	heap-hip	neat-knit
lead-lid	beach-bitch	keel-kill	cheap-chip	peat-pit
deed-did	peach-pitch	kneel-nil	leap-lip	seat-sit
heed-hid	reach-rich	peel-pill	reap-rip	feet-fit
reed-rid	leak-lick	spiel-spill	deep-dip	skeet-skit
greed-grid	peak-pick	she'll-shill	sheep-ship	fleet-flit
leafed-lift	teak-tick	we'll-will	jeep-gyp	sleet-slit
skied-skid	cheek-chick	ream-rim	sleep-slip	greet-grit
creeped-crypt	sleek-slick	team-Tim	seep-sip	tweet-twit
ceased-cyst	seek-sick	deem-dim	sneaker-snicker	feast-fist
leased-list	week-wick	bean-bin	fees-fizz	least-list

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Marcella Frank
November 1999

SELECTED REFERENCES FOR THE ENGLISH IN ACTION VOLUNTEER

Clarey, M. Elizabeth and Robert J. Dixson. PRONUNCIATION EXERCISES IN ENGLISH. New Revised edit. Pearson Education (Prentice-Hall Regents). This small book is easy for the volunteer to use with students because of the simplicity of explanation and arrangement. Each vowel or consonant sound has a separate section, each of which contains the following: the production of the sound, words in contrast, sentences in contrast, phrases and intonation.

Dauer, Rebecca M. ACCURATE ENGLISH: A COMPLETE COURSE IN PRONUNCIATION. 1993. Pearson Education (Regents/Prentice-Hall). Has detailed descriptions of the production of the speech sounds, including mouth and facial diagrams. Chapters cover the vowels, consonants, word stress, and intonation.

Frank, Marcella. MODERN ENGLISH: A PRACTICAL REFERENCE GUIDE. 2nd ed. 1993. Pearson Education (Regents/Prentice-Hall). Prepared especially for ESL teachers. Systematically arranged so that the information is easy to follow. The chapters cover Parts of Speech, Clauses, and Verbal phrases. The appendix includes spelling rules, punctuation rules, and a list of irregular verbs.

Lado, Robert. LADO PICTURE DICTIONARY. Revised ed. Pearson Education (Regents/Prentice-Hall). Has picturable units on Self and Family, Clothing and Colors, House and Home, Food, Community, Animals and Nature, Travel and Transportation, Sports and Recreation, Celebrations and Holidays, The Universe and the World. (Some other picture dictionaries are the Longman Photo Dictionary and the Oxford Picture Dictionary.)

Makkai, Adam, M.T. Boatner, and J.E. Gates. A DICTIONARY OF AMERICAN IDIOMS. 3rd ed., 1995. Barrons. One of the most complete and least expensive dictionaries, with over 8,000 expressions. Usage labels indicate whether an expression is vulgar (best avoided), slang (used only in very informal situations), informal (used only in familiar speaking and writing, formal (used only in formal writing and speaking), literary (used only in literature). (Available in most large bookstores.)

Nilsen, Don L.F. and Aileen Pace Nilsen. PRONUNCIATION CONTRASTS IN ENGLISH. Pearson Education (Prentice-Hall/Regents). Intended to assist the teacher in identifying students' pronunciation difficulties and offers sound contrasts for teachers to use in dealing with these problems. Each vowel or consonant is on a separate page along with thecontrasting sound that is often used instead of the correct one. On the left side of each page is a list of speakers of languages that have trouble with the sound being identified. On the top of the page is a short, simple description of the production of each of the two sounds, and a mouth diagram showing the position of the tongue for each. Then there are sentences containing the two contrasting sounds, and finally a long list of minimal contrasts in words.

Note: If you are interested in getting a publisher's catalog to check for materials you would like to order for use with your students, you may call the following 800 numbers. 1. Pearson Education ESL 1-800 922-0579; 2. Heinle and Heinle 1-800 354-9706; 3. New Readers Press 1-800 448-8878.